



Apr 9th, 9:00 AM - 10:00 AM

## Cultivating the Skilled Imagination: Teaching Grammar through Creative Writing

Stephanie Nudelman  
*Illinois Wesleyan University*

Jeanne Koehler, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: <https://digitalcommons.iwu.edu/jwprc>



Part of the [Education Commons](#)

---

Nudelman, Stephanie and Koehler, Faculty Advisor, Jeanne, "Cultivating the Skilled Imagination: Teaching Grammar through Creative Writing" (2011). *John Wesley Powell Student Research Conference*. 24.

<https://digitalcommons.iwu.edu/jwprc/2011/ESposters/24>

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

Poster Presentation ES

**CULTIVATING THE SKILLED IMAGINATION:  
TEACHING GRAMMAR THROUGH CREATIVE WRITING**

Stephanie Nudelman and Jeanne Koehler\*  
Educational Studies Department, Illinois Wesleyan University

When teachers plan lessons around the mandated secondary English learning standards, consisting of skills in reading, writing, speaking, listening and research and aiming to focus on practical and academic language development, it is difficult to fit creative writing into the structured curriculum. This presentation will examine the need to teach grammar in relation to the benefits of teaching creative writing, an art that necessitates critical thinking skills the standards point toward developing, in an ELL classroom situated in a majority working-class, Mexican immigrant community on the West side of Chicago. Research has shown that encouraging creative writing in the classroom fosters community, confidence, and the use of the individual voice. This paper examines the reinforcement of grammar lessons through creative writing assignments. This study was completed using a qualitative self-study approach and included varying data collection methods such as field notes, informal interviews, student teaching, evaluations, and document gathering. The findings of this study indicate the challenges and potential positive outcomes of both incorporating creative writing into high school English classes and teaching grammar through creative means.